

## SEND Policy

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| <b>Review Date</b>                | September 2024 | <b>Next Review by Date</b> | September 2025 |
| <b>Reviewed By</b>                | Headteacher    |                            |                |
| <b>Approval by Governing Body</b> | November 2024  |                            |                |

### Rationale

Every student at Pathways Education is welcomed and treated and valued equally irrespective of their identified SEND or the way in which it is manifested. We will use our best endeavours to give all students with SEND the support they to make the best possible progress in school and feel that they are a valued member of the wider school community. The school is committed to providing an effectively personalised curriculum and social access for all our young people in a safe and stimulating environment that enables them to reach their potential.

### Aims

Our SEND policy and aims to:

- Set out how Pathways Education school will support and make provision for our students, of which all have an EHCP in place for their educational needs.
- Explain the roles and responsibilities of everyone involved in providing for our students with SEND.

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- [The Equality Act 2010](#), which legally protects people from discrimination in the workplace or wider society.

## Definitions

At Pathways, a pupil has SEND

- If they have a *learning difficulty or disability* which calls for special educational provision to be made for them. This learning difficulty or disability means they have:
  - A significantly greater difficulty in learning than the majority of others of the same age, or
  - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- A *Special educational provision* is an educational or training establishment that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Type of Provision

The school makes provision for young people who have acquired processing delays due to mild to moderate learning disabilities and who's mental and/or emotional health is at risk due to direct or indirect trauma (see Admission Criteria). The provision is for young people aged 9-16.

## Range of Needs Admitted

All the young people in the school will have an Education, Health and Care Plan. They may have a range of needs as specified in the Admissions Policy. Therefore, all students that attend Pathways Education have been identified as SEND and are supported as such. Furthermore, most students will have detailed support outlined within their EHCP's for each of the four areas of need: Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health; and Sensory and/or Physical Needs.

## Admission Arrangements

Pathways Education meet all young peoples and their parents before a formal offer is made. An assessment must take place before a parent or LA can name Pathways Education on a young person's EHCP (see Admission Policy).

## Curriculum

All young people's follow a wide curriculum with programmes of study modified to meet the individual needs of the young peoples. In addition, the school provides the opportunity for developing social independence, self-confidence and personal worth. (See Curriculum Policy)

## Specialist Resources

The young people have access to well researched facilities and environments that are conducive to best outcomes. This school has specialist curriculum areas equipped for Art, Music, Food Technology and Computing.

## Safeguarding

We operate a strong anti-bullying policy. The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school.

## Data Management

Data is collected and kept on our school management systems as part of our legal duty (See Data Protection policy). Access Arrangements allow students with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. Specific access arrangements may be identified in the EHCP and in some instances the school will apply for specific access where it has not been identified in the EHCP. For example, extra time, readers, scribes, and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments. Pathways will apply directly to the relevant bodies on behalf of our students.

## School Organisation

The school's management structure consists of Governors, CEO, Headteacher, Deputy Headteacher, Teachers, HLTA, TAs, School Administrator and external specialists contracted to meet needs.

## Roles and Responsibilities

The headteacher and deputy headteacher will:

- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that our students receive appropriate support and high-quality teaching
- Advise on the deployment of the school's resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up-to-date
- Work with the governing body to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of all our learners
- Have overall responsibility that all student's medical needs are met- including updating and reviewing the supporting children with medical needs policy.

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Headteacher to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## Home School Liaison

Parents are always welcomed as partners into the school and are communicated with using a range of methods, including phone calls, written and face-to-face. Termly Progress meetings are held with parents and students. Outside of this there may be exceptional circumstances in which parents may be called into school to meet with a senior member of staff.

## Staff Training

The schools CPD plan considers current and future cohorts, with relevance to SEND support that staff may need training on but also new innovative practices or those shown to have a positive impact on SEND students. Governors also encourage all staff to undertake training in relation to the Pathways Education offer and in wider areas related to special education needs. Governors ensure that their own training is directly related to supporting the work of the school. All staff are appraised using our Practitioner Development annually by the Headteacher and Deputy Headteacher. The school operates an Equal Opportunities Policy.

## Transition from Pathways Education

The transition from Pathways Education into an appropriate next setting is well considered, with details outlined in the Outreach and Transition policy. Students and parents are prepared by being given opportunities to meet with Post-16 providers.

## Area Served

The majority of the Pathways Education population is from the Surrey and Hampshire area.

## Funding

Local Authorities: We work closely with the Local Authorities to engage them in the funding of our pupils. Where Pathways is named in an EHCP, your Local Authority will fund the place for the young person.

## Complaints Process

We encourage everyone who has a concern or complaint to come forward and express it so that the school can resolve issues swiftly and to allow us to improve our procedures. (Refer to Complaints Policy)

## Monitoring arrangements

This policy and information report will be reviewed by the Headteacher every year.

## Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Supporting Pupils with Medical Conditions Policy
- Behaviour & Relationship Policy
- Safeguarding & Child Protection Policy
- Equality & Diversity Policy
- First Aid Policy
- Anti-bullying policy
- Supporting students with medical needs policy
- Outreach and Transition policy
- Admissions Policy
- Data Protection Policy
- Curriculum Policy
- Complaints Policy

Awaiting Ratification